Learning Continuity and Attendance Plan Template (2020–21) ^{8.1.2}

The instructions for completing the Learning Continuity and Attendance Plan is available at
https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On March 13, 2020, the California Governor, in response to the COVID-19 pandemic, declared the closure of schools. Madera County Superintendent of Schools (MCSOS) under the guidance of Madera County Department of Public Health (MCDPH), supported the decision and planned to ensure the safety and well-being of students, staff and community. Madera County Independent Academy (MCIA), which operates as an independent study school serving students in grades K–8, already had a structure in place to support the individual learning needs of each student. Independent study programs are uniquely equipped to be agile in times like this. Distance learning curriculum and weekly content meetings with each student are part of our independent study program. MCIA made arrangements to provide materials and resources for relevant distance learning. Student work was distributed over three distinct phases. In the first phase, students received enrichment and remedial work to last four weeks, extending one week past spring break, covering March 16 to April 17, 2020. During the second phase of work distribution covering two weeks from April 20 to May 1, 2020, standards-based schoolwork was on pace with the corresponding work for the academic year. Phase three distribution on April 30, 2020, covered three weeks of work, and completed the year ending on May 22, 2020. With the unknown viability of COVID-19, returned student work remained quarantined for five days to ensure safety of staff and teachers. This required the collection of student work starting one week earlier in the year than it would under normal circumstances. Teachers and staff supported students virtually using various forms of technology from online platforms such as Zoom, Face-Time, Google Classroom, Google Meet, Skype, Remind App, and phones, based on client availability during their previously scheduled appointed times. In addition, teachers met virtually with groups of students during scheduled seat-time classes to continue with lessons and academic routines. Work schedules for essential staff were staggered, along with workstations tailored to observe social distancing norms and protect staff as they prepared student work and conducted appointments with students virtually or via phone. The greatest detriment to students was the "school's out" mentality combined with our loss of contact with families. There were no weekly in-person meetings for students and families, no parent engagement meetings (School Site Council, LCAP plan, SPSA) to close the year, and students taking the ELPAC summative assessment were not able to be redesignated although 100% of enrolled English Learner students completed all four domains of ELPAC testing. MCSOS special education teachers made contact with students at least twice a week by telephone or email. Special education teachers also offered to meet with students via virtual platforms in 1:1 sessions weekly or as often as needed to provide

support in concepts and or assignment completion. In addition to weekly contact, teachers put together individualized student work packets that focused on student goals and support what is being done with their general education teachers. With the initial school closure, in accordance with their general education peers, the goal of contact and student work packets was to review and maintain skills. Once the closure was extended, the focus was shifted to continuing progress on goals and new learning. Work packets were distributed at school, and those not picked up were mailed home. Chromebooks were distributed to students who needed technology to continue progress in their classes. IEP teams continued to meet during the closure via ZOOM or conference calls to ensure timelines were met.

The impact of the COVID-19 closure was significant on the academic and social-emotional well-being of students. To begin, students were not able to attend school in person for their one-hour appointments or blended "seat-time" classes. As a result, becoming an effective school with a distance learning model became suddenly apparent because the majority (2/3 as indicated by parent survey) had to rely exclusively on packets of coursework to complete the school year. In addition to the challenges of providing schoolwork in a primarily non-digital setting, safety issues prevented students from being in close proximity to the school, teachers and direct instruction. This had a profound affect on the students' ability work outside of their weekly 1-hour scheduled appointments. As teachers and site leaders persevered through the uncertainty of the last quarter of the 2019-20 school year, it became apparent that the beginning of the 2020-21 school year might hold the same challenges. With Madera County on the state's watch-list for the high incidence of COVID-19 cases, in-person (on campus) instruction to start the 20-21 school year seemed unlikely, the Summer of 2020 required increased focus on being ready for the beginning of the school year. School Leadership, working with Academic Support Councils and teachers, worked collaboratively to plan on how to best meet the academic, social-emotional, physical and developmental needs of all students. In addition to the academic impact, COVID-19 has had a dramatic impact on the community. Parents were strained in there ability to support their children academically, who were being instructed at home, while parents were away at work trying to provide for the needs of their families. Teachers and school leadership continued to reach out and partner with local agencies to ensure that students were getting the instruction needed to be successful academically. That said, it was determined that a 1:1 program would best support MCIA students during distance learning, and be an invaluable benefit when face to face instruction resumes.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Efforts made to solicit current and accurate stakeholder input included:

*Spring 2020 Parent Surveys in English and Spanish
*Staff feedback from teachers and classified support
*Two Parent Advisory Community Input Meeting via Zoom hosted on Thursday, August 27, 2020 (9:00 - 10:00 a.m. and 3:00 - 4:00 p.m.)

[A description of the options provided for remote participation in public meetings and public hearings.]

*Two Parent Advisory Community Input Meetings via Zoom hosted on Thursday, August 27, 2020 (9:00-10:00 a.m. and 3:00-4:00 p.m.)

[A summary of the feedback provided by specific stakeholder groups.]

The summary of the feedback provided from our stakeholders included the following:

1) Spring 2020 Survey results revealed that 83% of parents believe their child would benefit from attending school for more than one hour per week.
2) SSC/ELAC Parents expressed safety concerns with their children returning to sites (in person) and preferred the distance learning model.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on the feedback provided above, the Learning Continuity and Attendance Plan was influenced by:

1) Due to SB 98, the MCSOS CAES division will adhere to the Distance Learning Model mandated by Governor Newsom.
2) All Safety measures and guidelines will be followed to ensure that students and staff are kept safe and contact/cleaning, etc. is limited to the guideline restrictions provided.
3) Students and parents will have open access to the program through virtual one on one appointments and classroom cohorts.
4) Rigor and relevance of all instruction will be maintained to challenge and support all students for successful learning and mastery of standards.
5) Expanding seat-time cohort of students in grades 7, 8.
6) Implement a 1:1 program to provide Chromebooks and hotspots for all MCIA students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

In-person instruction will resume once it has been deemed safe by MCDPH and MCSOS. Since MCIA is a small school with only three teachers, the number of students will not exceed 66. The model of our program is to have students come in for individual one-hour

appointments once a week, and two days a week for classroom settings. The number of students in each classroom would not exceed 22 students, ensuring appropriate distancing, and allowing school officials to comply with all of the guidelines and regulations required by the health department, which require districts to have a plan in place to mitigate the spread of COVID-19. Again, the structure of our program allows us to transition fairly easily to in-person instruction. This model would allow the control of COVID-19 infection between students and staff. In-person instruction will resume when determined it is appropriate to do so safely in accordance with guidance from Governor Newsom, Madera County Department of Public Health, and MCSOS. At this point, the spread of COVID-19 would be less, allowing schools to mitigate/track the spread, reducing the risk of an outbreak and/or another school closure. In addition, masks will be required for staff and students. In order to continue with our model as close to normal as possible, MCIA is transitioning to a 1:1 model, and will be providing every student a Chromebook and internet hotspots, if necessary. This upgrade to offering technology will allow for synchronous instruction in classroom settings via ZOOM twice a week for the K -3, 4 - 6, and the 7-8 cohorts, along with the individually scheduled one-hour appointments, and allow students to benefit from access to online math and science classes. Accelerated Reader (AR) will continue to be an integral part of our program to increase English language proficiency, and i-Ready will be used to support English and math proficiency. Finally, teachers were also equipped with new laptop/desktop computers with touchscreens, wireless headsets and docking stations, which allows work from home or their work site. This configuration allows for virtual access for student instruction and digital learning.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
3 teachers, new laptops, chromebooks, hotspots, new online software,	314,272	No
Online assessment, i-Ready, LAS Links, GO Math, SAVVAS Learning,and AR to measure academic growth and support language and math proficiency.	45,000	No Yes
Maintain a stock of PPE, including, hand sanitizer, cleaning wipes, Vindicator spray, face masks, and face shields to minimize risk of COVID-19 infection.	18,000	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The LEA will provide continuity of instruction during the school year and ensure pupils have access to a full curriculum of substantially similar quality through the following means. In addition to curricula being transitioned to a more digital format, documents, lessons and instructional resources, that ensure instructional continuity for pupils, are being provided via Google classroom and ZOOM. Since all students will have a Chromebook and internet access, MCIA will ensure that lessons are provided in the same format (by videoconferencing) as was previously done face-to-face before the COVID closure of March 13, 2020. Finally, on-line diagnostics, intervention and assessments are being provided via the i-Ready online program, AR, Go Math, and other online resources. Professional development will continue to focus on effective instructional practices via distance learning. All teachers have already received training on the Distance Learning Playbook.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

MCIA will provide technology for students to use with distance learning.
Students will be able to check out a take-home Chromebook, charger, and carrying case.
If a student does not have reliable internet at home, a WIFI hotspot will be provided.

MCSOS IT department will filter and monitor student content on all MCSOS issued devices in compliance with the Children's Internet Protection Act (CIPA).
For teachers:
Teachers will have access to a touch screen laptop, second monitor, docking station, headset, wireless mouse and stylus, which will allow for work from home or work site.
ZOOM for Educator accounts were purchased for each teacher and administrator to increase effectiveness in delivery of instruction and allow greater utilization of scheduling student and parent meetings.
In addition, each teacher will have a Promethean interactive screen with a camera in their classroom, which will allow full access to videoconferencing with students.
On-campus, teachers, will have access to high-speed gigabit internet to ensure sufficient bandwidth issues as they provide live instruction.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The LEA will assess pupil academic progress through virtual (Zoom) contacts and synchronous instructional minutes will be recorded in a daily contact log on the PowerSchool Database. These daily log entries include: Social Emotional Learning, Academic Instruction,

Recommendations for Tier 2 level interventions and the weekly front loading for the next lesson. Pupils and parents are also able to access their teacher during a designated "Office hour" time. Participation and Time value of work will continue to be measured by the certificated teacher and student on the Daily Engagement Activity Record. This document is held to strict guidelines and expectations outlined in the Master Agreement for independent study schools. Teachers will use formal and informal assessments via ZOOM, in addition to work completed independently as per their assigned course work.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional Development is provided to our staff on a weekly basis each Friday from 7:30-8:45 a.m. The Career Alternative and Educational Services (CAES) staff assembles to be trained in areas that were identified as needed in our program. These include, but are not limited to: Technology Training (specifically in the areas of integration of Google Classroom, Social-Emotional Support, Integrated and designated ELD instruction, Student-Engagement activities and the most recent training on the Distance Learning Playbook (DLP), which provided corresponding materials. The DLP was provided by MCSOS for all teachers, instructional assistants, and administrators in the CAES division. Although the training was held virtually via ZOOM, it was very interactive and provided many opportunities for dialogue and collaboration. The training modeled strategies to support the social-emotional needs of students while providing for an engaging learning environment by incorporating the virtual tools available on ZOOM. As a follow-up, teachers in their TLC meeting, discussed implementation of the playbook into their instruction. As a result, they outlined specific areas to address during their meeting with students.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Although there are not any students on campus, all staff members are required to wear masks while on site. Six-feet of social distancing is expected, along with cleaning of immediate work area. MCSOS maintenance and facilities staff ensure a daily cleaning of the school with appropriate cleaning solutions effective for COVID-19. Masks, hand sanitizer, and alcohol wipes are provided to all staff. Staff meetings, professional development, and other pertinent meetings are held via videoconferencing. Staff continue to have the same high expectations and commitment to student success as in the past, regardless of COVID-19, and have been trained by the MCSOS Human Resources Division on safety guidelines and their roles as ongoing advocates for student and public safety. Online certifications validated training by all staff in several areas including use of pesticides, mandated reporting, blood borne pathogens. Additional responsibilities included holding students ATT meetings and cohort classes with fidelity, whether from home or on site, along with being prepared to support all students in their social/emotional needs and making appropriate referrals to academic counselors and school psychologist.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Progress monitoring will be on-going for pupils with unique needs at all grade levels. Since all teachers provide services to English Learners, Foster Youth, homeless youth, and students with exceptional needs, teachers will assess those students formally and informally to determine students' needs for intervention and additional supports. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to, i-Ready (math and ELA), ELPAC scores, LAS Links language proficiency assessments, AR reading levels, grades and observations. As part of their individual weekly appointments, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the academic counselor, administrator, or classroom teacher when their child is identified for intervention and additional supports. Once students are caught-up or deemed no longer at-risk, such progress monitoring will no longer be required.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional development for teachers and staff on effective distance learning practices.	3,600	Yes
Teachers will have block classes twice a week to provide additional support to all students, as survey data demonstrates a need for more instructional time on a weekly basis.	5,600	Yes
Create 7,8 cohort for classroom instruction via videoconferencing twice a week, in addition to individual one-hour appointments.	5,600	Yes
i-Ready and LAS Links, along with other digital software to support distance learning.	8,200	Yes
Upgraded technology for teachers, including laptops, second monitor, stylus, wireless headsets and mice.	5,400	Yes
Training and workshops for parents on distance learning demands on families and increasing technology skills to support student learning.	6,000	Yes

Description	Total Funds	Contributing

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In 2019-20, MCIA adopted two programs, i-Ready and LAS Links, to assess students in the areas of ELA, ELD and Mathematics. The i-Ready online program serves as a initial diagnostic and provides prescriptive lesson in math and ELA, and data will serve as common formative and summative assessments in those content areas. The LAS Links program is utilized to assess English Language proficiency in the domains of Reading, Writing, Speaking and Listening. Although LAS Links is designed for EL students, it was given to all students entering the program as a second diagnostic tool. Scores from LAS Links have a high correlation to ELPAC scores, allowing for increased supports in domains with the greatest needs. These two programs will be utilized again this SY 20-21, for the same purpose.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

For the 2020-2021 school year, MCSOS Foster Youth Services Coordinating Program (FYSCP) and Educating Homeless Children and Youth Program (EHCY) will provide additional supports and services to ensure that the unique needs of MCSOS Career & Alternative Education Foster and Homeless students are met. In order to ensure attendance, engagement, and participation, as well as, to address areas of concern. The FYSCP liaison will conduct weekly check-ins with teachers via phone or email. Follow up phone calls with caregivers and social workers will be conducted as necessary to address areas of concern.
Academic Achievement will also be monitored during weekly check-ins. The FYSCP liaison will ensure that the needs of identified English Learner and/or Special Education Foster Youth are met. Additionally, the FYSCP liaison will make referrals as necessary to the school counselor, school psychologist, behavioral health, public health, Department of Social Services, etc. to connect students and their families to provide support services as necessary. In order to ensure caregivers and parents are familiar with and are able to support the use of the technology platforms that students will be using, workshops designed to provide an overview of these will be provided for parents/caregivers. All communication with parents, including workshops and trainings will be translated into Spanish to ensure that all students have access to these opportunities. In addition, an on-line referral will be available for all staff to access and send directly to the liaison/counselor for immediate attention. Students and parents will be surveyed for their input regarding needs and strategies/support services to address these. In addition, the use of additional social media platforms will be used to communicate announcements, information, and to provide resources (all communication will be translated into Spanish). Also, in order to continuously increase communication and collaboration, parents and

students will be asked to participate in on-going Foster/Homeless county-wide advisory council meetings. Here, they will have the opportunity to share concerns and issues, give input as to how to best address these, learn about support services and activities already taking place, and ask questions. In order to facilitate collaboration, promote and help develop a sense of school connectivity, minimize feelings of isolation, help reduce anxiety, stress, etc. While emphasizing careers, Foster and Homeless youth in grades k-5 will have the opportunity to participate in virtual enrichment field trips including to the Fresno Chaffee Zoo, the San Jose Museum of Technology, and the California Academy of Sciences. In addition, because COVID-19 restrictions will not allow for the usual in-person trainings regarding the unique needs of Foster and Homeless youth, including the legislation that protects them, a web-based McKinney-Vento awareness training will be implemented that all staff will be required to complete. Virtual AB490 trainings will be provided to ensure that those working with Foster Youth continue to provide immediate enrollment, timely transfer of records, ensure school stability, etc…for the success of students. Because most Foster and Homeless youth experience significant trauma and to ensure that students continue receiving support to address this and any additional trauma as a consequence of COVID-19, trauma awareness and strategies support will be made available to liaisons, case managers, social workers and other school staff as well as to caregivers. Workshops and professional development opportunities will be made available so that adults working with Foster and Homeless youth understand what trauma is, it's effect on behavior and academic achievement, strategies to manage the effects of trauma, and resources available to develop their capacity in this area. High school students will have the opportunity to participate in groups to learn about trauma and strategies to self- regulate trauma related symptoms as well as learn about resources and supports available to them. In addition to the services described above, other services including meal distribution and laptop/ wifi accessibility will also continue. With increased parent engagement and interagency/department collaboration, and with increased communication with students, families will have increased opportunities to develop relationships with school staff and one another, obtain resources, build their capacity to support the academic and social-emotional success of their children and take part in the on-going development of a comprehensive Foster/Homeless educational support plan.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

For students receiving either designated or integrated ELD, the measure of success will be ongoing direct instruction, and formative and summative assessments. Low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness, will receive the same high-quality instruction as students who are not categorized into these areas. Students will also be provided the same access to interventions and support as their peers. Finally, all CAES student accountability models adhere to the same requirements and expectations as a comprehensive school site.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Increasing classroom cohorts for grades 7, 8.	5,600	Yes
1:1 device program with WIFI hotspots as needed.	4,500	Yes

Description	Total Funds	Contributing
Digital software, including i-Ready and LAS Links, to provide data an learning loss and growth for all students.	42,000	Yes
Training on Social-Emotional learning and trauma informed practices for all teachers, staff, and administrators.	10,000	Yes
Training on administering state assessments.	500	No
Academic counselors to provide parent/care-giver workshops in English and Spanish on issues related to pupil learning loss and distance learning requirements.	15,779	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year by constant monitoring and daily check-ins. For staff, Program Directors lead the Social/Emotional outreach with direct phone-calls, Zoom meetings and safe/socially distanced meetings. For students, individual appointments with their teachers will provide an opportunity for social emotional well-being checks. Teachers build and maintain positive relationships with their students and their families, to ensure students' SEL needs are met. If there is a concern, suspicion of neglect or an outreach for resources, teachers and Principal/Program Director activate the necessary contact protocols for student support (counseling, CPS, Social Worker, School Psychologist, etc.) To assist teachers in making these referrals or responding to the needs of students, professional development access to resources is provided to staff to address trauma and other impacts of COVID-19 on the school community.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Since the COVID-19 closure on March 13, 2020, teachers were very proactive in contacting students via phone, etc. to maintain academic achievement and reduce/prevent the loss of learning. The experience in the spring made it clear that increased follow-ups, communication with all stakeholders, and interventions were necessary to prevent students from falling further behind. These steps included conducting a personal and academic needs assessment with a follow-up inventory of technology needs. That said, MCIA was better able to identify and support the needs of each student and family from the community. In addition to the needs assessments given at enrollment/re-enrollment, the master agreement was modified to meet the updated requirements, as per SB 98, to be part of our program. This included being accessible virtually, for the individual 1-hour ATT meetings, cohort classes twice a week, and any additional times required or recommended by the teacher, i.e., iReady, ELA/Math intervention, LAS Links, or state assessments. Students and parents are required to meet the criteria of the master agreement and will be provided every opportunity to be successful through direct instruction, online intervention, or other relevant supports.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The LEA offers student meals through their home districts which provide food services, 5 days a week, at designated Madera Unified School District elementary schools.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.63%	143,769

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Ninety-five percent of students at MCIA qualify for Free and Reduced -Priced Meals. English Learners constitute 22% of our population. The total percentage of Unduplicated Pupils is 90%. Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, and providing the best and most engaging instructional strategies for struggling learners. The high percentage of unduplicated pupils our student population results in directed efforts meet their needs, and are ultimately school-wide. We believe that the increased amount and quality of the services that our low income, English Learners, Foster Youth, and students with disabilities, will receive as a result of the LCAP will far exceed the required percentage.

- The use of research-based, engaging, and culturally--responsive instructional practices.
- MCIA will provide support for EL students through professional development in best practices for all staff that will ensure that instruction is differentiated to meet their needs.

- Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services.
- Coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.
- Providing a more engaging and supportive atmosphere by seeking to increase their parents' engagement in school activities.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

- Use of i-Ready and LAS Link assessment data.
- Increase seat-time (virtual) for 7,8 cohort
- Support will be provided by a teacher on special assignment and an EL consultant with MCSOS.
- Additional academic counseling services, tutoring, and teacher office hours.
- Meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom and expand their vocabularies, skills, and knowledge.
- Supplemental services to homeless, and foster youth students.
- Additional resources will contribute to students' emotional well--being.
- Technology access 1:1 for students
- Improved technology for teachers
- Increased contacts to students and parents with log entries in PowerSchool